

**STATE OF UTAH**

**OFFICE OF CHILD CARE  
DEPARTMENT OF WORKFORCE SERVICES**

REQUEST FOR GRANT  
FISCAL YEAR 2010

**QUALITY ENVIRONMENT GRANT**

FOR

**Family Child Care Programs**

# **Child Care Quality Environment Grant for Family Child Care Request for Grant (RFG)**

## **Part One: General Information**

### **Background**

The Department of Workforce Services, Office of Child Care (OCC) is soliciting proposals to increase the quality of child care services for children from birth to 12 years of age in licensed family child care homes. Grant funds may be used for indoor and outdoor equipment and materials. Applications will be accepted twice during the fiscal year. The applications for this solicitation are due on **July 21, 2009**. Applications for the second solicitation will be released in the first quarter of 2010.

### **Eligibility Requirements**

The following eligibility guidelines apply to fiscal year 2010 (July 1, 2009 through June 30, 2010). Programs that hold a Family Child Care license from the Utah Department of Health may apply. Each program is eligible to receive one grant during the fiscal year.

**Programs that hold a Residential Certificate are not eligible.** Programs that are currently suspended from grant eligibility due to failure to perform under the terms and conditions of a prior grant administered by the Office of Child Care or Work & Family Life are not eligible.

### **Funding and Grant Summary**

Family child care homes licensed for up to eight children are eligible for \$600.00 and homes licensed for nine to sixteen children are eligible for \$1000.00.

Programs may request funding to eliminate health or safety hazards or to purchase learning and activity equipment and materials. Purchases must be made from nationally known early childhood education catalogs or vendors.

Requests for funding must be based on the needs documented on the Equipment and Materials Lists (Form A-1 or A-2). Funds will be paid to successful applicants after all parties have signed the Grant Agreement. Purchases cannot be made until after notification of receiving a grant has been received by a grant recipient. *Any change to the purchases listed in the Grant Agreement must be approved by OCC in advance.* Grantees must submit equipment and materials receipts within six weeks of receiving the grant check.

This Grant requires providers to set and meet quality improvement goals and complete training courses. A training plan related to the goals will be required. Grantees will have six months to complete the training.

Applicants may enroll in training classes in anticipation of receiving the grant, but only training attended during the six-month grant period will count toward fulfilling the grant requirements.

Most grants released by OCC require Matching Funds. Matching Funds are funds that the applicant already has or will have available to put toward quality improvement efforts in the program. For this grant, the cost of class fees and the time spent in training classes will be counted as the provider's match.

## **Grant Requirements**

The intent of this RFG is to improve the quality of care provided to children. Grant recipients will be required to comply with the following requirements.

1. Programs must not discriminate against children, families or staff based on race, religion, sex, age, national origin or disability.
2. Programs must provide a copy of their current license issued from the Bureau of Child Care Licensing.
3. All grant recipients must be registered with their Child Care Resource and Referral Agency.
4. Staff from the Office of Child Care/Work & Family Life shall have access to the program for site visits.
5. Grantees shall complete all purchases and submit copies of the receipts within six weeks of receiving the grant check.
6. Grantees shall submit a final report to the Office of Child Care within six months of receiving the grant funds. The report will include:
  - Photographs of required infant sleeping equipment
  - Training documentation (copies of the CCR&R or CEU training certificates)
  - A completed Quality Environment Grant Final Report that:
    - a. Describes how the goals of each caregiver were met
    - b. Discusses how the caregiver has implemented specific new skills and concepts
    - c. Describes how caregivers' new skills have improved the care provided to children and/or relationships with the children.
    - d. Lists any other positive outcomes.
7. If the terms and conditions of this Grant are not met, centers may be suspended from participating in future grant programs administered by the Office of Child Care/Work & Family Life.
8. Providers must be able to meet all applicable state and federal laws and regulations, including the Federal Office of Management & Budget (OMB) circulars for services.

## **Part Two: Submittal Process**

### **General Information**

1. To obtain copies of the application form or to address questions regarding the proposal and application process contact Colleen Fitzgerald at the Department of Workforce Services, Office of Child Care, 140 East 300 South, Salt Lake City, Utah, 84111, or at 801-526-4342. Applications may also be picked up at the Department of Workforce Services, 140 East 300 South, Salt Lake City, Utah.
2. Costs incurred in the preparation and submission of proposals is the responsibility of the individual, organization or agency submitting the application and will not be reimbursed. Copies of the proposal become property of the State of Utah and will not be returned.
3. Faxed copies will not be accepted nor can we accept applications via email.
4. To submit your application, mail or hand deliver one (1) original and four (4) copies of the application to Sharif Dajany, Department of Workforce Services, Procurements and Contracts, 140 East 300 South, Salt Lake City, Utah, 84111. **Applications MUST be received by 6:00 P. M. on July 21, 2009.** **Applications received after this time will not be accepted or reviewed for funding.**

### **Format Requirements**

1. Applications may be hand written or type written. If hand written, use black ink and print clearly and legibly. If type written, use a 12 point type. The application must be formatted exactly the same as the original application.
2. Application pages must be fastened together. If your application is longer than five or six pages, you are encouraged to submit the applications in report folders to prevent stapled pages from separating. **Do not bind applications.**
3. The following documents must be placed in the application packet in the order listed below.
  - a. Application Cover Sheet
  - b. A copy of your child care license from the Department of Health
  - c. Equipment and Materials Lists (A-1 or A-2)
  - d. Diagram on graph paper (Form B)
  - e. Photographs of areas used for child care
  - f. Request for Equipment and Materials Form (Form C)
  - g. Three or more Plan of Action Forms (Form D)

**NOTE: Applications that are missing any of the items listed above or are not formatted exactly like the original application will not be reviewed.**

## **Part Three: Instructions for completing the grant application**

### **Materials and Equipment Requests**

1. Complete the Suggested Equipment and Materials List (Form A-1 or A-2). If you do not currently have, or expect to have, children in some age groups on the list, write N/A (not applicable) on the line.
  - a. Write the number of items you currently have on each line.
  - b. Items in **BOLD** print are *required*. If you do not have the items, you must purchase them with these grant funds.
  - c. Please note that some items are considered "optional". If you already have all other items on the List, you may request optional items.
  - d. If items are currently broken or worn out, do not count them on the List.
  - e. Do not count shelving units that are plastic.
2. Diagram the areas of the home that are used for child care, showing where activities and/or play take place. The diagram should be drawn to scale, with each square being equal to one foot. See Form B for graph paper. Label all the furniture and play/learning areas in the rooms.
3. Attach photographs of each area of the home that is used for child care, clearly showing all the equipment and materials in each room. If you marked "yes" indicating you already have the **required items** include a picture of those items as well. Color copies or photos need to be included in the original and in **each** of the 4 copies of your proposal.
4. Determine what equipment and/or materials you will purchase with the grant money. With the exception of the window well covers and cushioning materials, all items must be purchased from early childhood education catalogs and vendors. See Appendix D for a list of popular catalog companies. Grant funds may only be used to purchase items specified in your grant application.
  - a. The first priority of this grant is the purchase of furniture/equipment marked "**Required**" on the Equipment and Materials Lists. If you do not already have the items marked "**Required**", you need to purchase them with the grant funds.
  - b. The second priority for this grant is for toys and materials to improve the quality of the learning environment. Shelving units or other appropriate toy storage must be available. Toy boxes are not considered appropriate storage.
  - c. Complete Form C, the Materials and Equipment Request Form. See Form C Sample for an example of a completed Form C.

5. Purchases should be based on the needs reflected on your equipment and materials list and on the diagram of what spaces you use for child care. Remember that too much furniture and equipment can be as problematic as too little, causing crowding and over-stimulation.

## Quality Improvement Goals

1. This grant will require the provider to set and achieve goals based on the Utah Core Competencies for early care professionals. If you do not have a copy of the core competencies, you can request a copy by calling your local CCR&R or the Office of Child Care at 801-526-4340 or 1-800-622-7390. Copies of the Core Competencies will also be available at two bidder's conferences being held in Salt Lake and Utah County. Please see frequently asked questions for dates, times and locations.
2. Read the information explaining the Core Competencies and select at least **two core knowledge areas** to focus on.
  - ❑ Complete a self-assessment using the Core Competencies. If there is an assistant caregiver, the provider and assistant caregiver assess the assistant's current skills together.
  - ❑ **Identify a minimum of three Core Competencies** (between the Core Knowledge Areas you have chosen) as goals that will improve caregiver practices and will be met during the grant period.
  - ❑ At least one of the goals must be a commitment to an action or change of behavior of the caregiver that does not require any funding to meet the goal. For example, the caregiver may take action to rearrange a room to create a protected space for play or make a change in their behavior and practices, such as using descriptive language or validating children's feelings.
3. Complete the Plan of Action Form (Form D) for each caregiver, writing out goals and steps to reach those goals within the grant period.
  - ❑ Select a training class for each caregiver *that is related to one of the chosen goals*. See the enclosed "Matching Training to Competencies" (Appendix A) sheet to determine what CCR&R classes contain information related to one of the competencies chosen.
  - ❑ Another option to fulfill the training requirement is for the caregivers to complete one CEU related to a core competency goal from an approved source. If this type of training is selected, the program is still required to pay the course fee and the caregiver's wages for up to 10 hours to complete the learning module. See Appendix C for approved programs that offer on-line CEUs.
  - ❑ Complete Section C on the Plan of Action form by listing the training classes. You do not need to list a class on every Plan of Action form. Include an alternate choice in case the class is full or is not being offered in the next six months. If you have set additional goals, you may also commit to additional training classes. Additional training will likely raise your score in this area.

- ☐ You are encouraged to check with your local CCR&R (Appendix B) to see what will be available in the coming two quarters.
4. In section D, describe the activities you will take to ensure that your new skills are developed and maintained. The plans of action should be realistic, taking into account the caregivers' time constraints. Examples of activities that could be included in the plan for the provider are:
- ☐ Attend a training class
  - ☐ Post reminder notes in key places
  - ☐ Keep a journal
  - ☐ Review the plan of action forms weekly
  - ☐ Read articles and/or books related to the competencies/skills

For an assistant caregiver, the provider describes how she/he will support the assistant's efforts to meet the goals. Some examples are:

- ☐ Pay for a training class
- ☐ Meet with the assistant regularly to discuss progress
- ☐ Model the behavior for the assistant (showing staff how to use appropriate discipline or implement age appropriate activities, etc.),
- ☐ Post reminder notes in key places

See Frequently Asked Questions for additional examples of activities

#### **Part Four: Order of Application Paperwork/Checklist**

A complete application includes:

1. Cover Sheet: Fill out the cover sheet completely.
2. Licensing Status: A copy of your current family child care license from the Department of Health.
3. Diagram of the areas of the home that are used for child care (Form B)
4. Photographs of each area of the home that is used for child care,
5. Suggested Equipment and Materials checklist (Form A-1 or A-2)
6. Request for Materials and Equipment Form (Form C)
7. Plan of Action Forms (Form D)

## **Part Five: Scoring of Eligible Grant Applications**

1. Personnel from the Office of Child Care, Child Care Resource and Referral agencies and other qualified personnel selected by OCC will evaluate applications.
2. Evaluations will be based on the criteria listed in this RFG. The need for the equipment and materials being requested should be clear, based on photographs and the Equipment and Materials lists.
3. The Office may request additional technical assistance from other sources when evaluating applications. The Contract Analyst or Office of Child Care staff shall reserve the right to enter into discussion with applicants or visit the applicant's facility during the evaluation phase.

The review committee will use the following guidelines when scoring applications:

1. Overall accuracy and presentation of the entire proposal. Maximum of (5 points)
2. Diagrams of the home: Maximum of 5 points based on the following:
  - Does the diagram of the classrooms/playgrounds appear to be accurate based on the photos and equipment and materials list? (5 points)
3. Purchases: Maximum of 35 points based on the following:
  - Will the program have the required furniture and equipment after purchases are made? (5)
  - How financially reasonable are the choices? Are the choices of good quality without being extravagant? (10 points)
  - Are the choices age-appropriate? (10 points)
  - Does the quantity and quality of the proposed purchases correspond with the photos and to the needs shown on the suggested materials list? (10 points)
4. Core Competency Goals in Sections A and B of the Plan of Action Form: Maximum of 25 points based on the following:
  - Was there at least one competency goal chosen that does not involve the purchase of materials? Proposals committing to more than two goals may receive higher scores. Is it realistic to complete all the goals in six months? (5 points)
  - How simple or complex were the goals that were selected? Will the goals be very easy to meet or more difficult? (More complex goals receive more points) (10 points)
  - Will the completion of the chosen goals create significant change? (10 points)



5. Training shown in Section C of the Plan of Action Form: Maximum of 10 points based on the following:
  - Are at least 10 hours of training or 1 CEU being planned for each participating classroom? (5 points)
  - Is the training topic appropriate and related to one of the goals? Was at least one alternate option for training included in the plan? (5 points)
6. Plan of Action, Section D of the Plan of Action Form: Maximum of 20 points based on the following:
  - How well developed is the plan for the provider and any assistant caregivers (10 points)
  - Are the strategies individualized to each goal set? (5 points)
  - How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)
7. A minimum score for funding is 60 out of 100 points.

## **QE EVALUATION SCORESHEET FY09**

**Family Provider Name** \_\_\_\_\_

**City:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Score will be assigned as follows:	
0	= Failure, no response
1	= Poor, inadequate, fails to meet requirement
2	= Fair, only partially responsive
3	= Average, meets minimum requirement
4	= Above average, exceeds minimum requirement
5	= Superior

	Reader Score	Weight (0-5)	Points
<b>1. Grant Proposal/ Application (5 points possible)</b>	----	----	----
Overall accuracy and presentation		X 1	
<b>2. Diagrams (5 points possible)</b>	----	----	----
Does the diagram of the classrooms/playgrounds appear to be accurate based on the photos and equipment and materials list? (5 points)		X 2	
<b>3. Purchases (35 points possible)</b>	----	----	----
Will the program have the required furniture and equipment after purchases are made? (5)		X 1	
How financially reasonable are the choices? Are the choices of good quality without being extravagant? (10 points)		X 2	
Are the choices age-appropriate? (10 points)		X 2	
Does the quantity & quality of proposed purchases correspond with the photos and the needs shown on the suggested materials list? (10 points)		X 2	
<b>4. Core Competency Goals (Sections A &amp; B of the Plan of Action Form): (25 pts possible)</b>			
Was there at least one competency goal chosen that does not involve the purchase of materials? Proposals committing to more than two goals may receive higher scores. Is it realistic to complete all the goals in six months? (5 points)		X1	
How simple or complex were the goals that were selected? Will the goals be very easy to meet or more difficult? (More complex goals receive more points) (10 points)		X2	
Will the completion of the chosen goals create significant change? (10 points)		X2	
<b>5. Training (Section C Plan of Action Form) (10 points possible)</b>			
Are at least 10 hours of training or 1 CEU being planned for each participating classroom? (5 points)		X1	
Is the training topic appropriate and related to one of the goals? Was at least one alternate option for training included in the plan? (5 points)		X1	
<b>6. Section D Plan of Action Form (20 points possible)</b>	----	----	----
How well developed is the plan for the provider and any assistant caregivers (10 points)		X2	
Are the strategies individualized to each goal set? (5 points)		X1	
<b>TOTAL EVALUATION POINTS</b>		Total	

## **Part 6: Definitions**

**Licensed Family Child Care Program:** A program holding a Family Child Care License from the Department of Health, operated in the child care provider's own home, providing full-time, year around child care on a daily basis, in lieu of what a parent would provide in a home.

**Conditional License:** A license issued by the Bureau of Licensing, Department of Health for continuing or chronic failure to comply with the licensing rules or for serious breaches of the rules that results in potential or actual harm to children.

**Child Care Resource and Referral (CCR&R):** Child care support programs, partially funded by the Utah Office of Child Care, that are housed in local agencies. CCR&Rs provide training and technical assistance to child care providers and operate parent referral services. See Appendix C to locate your local CCR&R agency.

### **Matching Funds or Provider Match**

These are funds that the applicant already has or will have available to put toward their program. This Quality Environment grant requires that ten hours of training be completed by each caregiver.

## **Part Seven: Frequently Asked Questions**

### **1. How can I get more information about the grant and the Core Competencies document?**

There will be two pre-proposal conference meetings.

- If you want more clarification on the grant, grant application, or the use of the Core Competency Booklet you may attend one of the two bidder's conference meetings. Please RSVP to the Office of Child Care/Work & Family Life at 801-526-4340 or 1-800-622-7390 if you plan to attend either of the two meetings.
- The first meeting will be held on Wednesday, June 24, 2009 at the Department of Workforce Services Building, 140 East 300 South at 7:00 p.m. This meeting will also be a teleconferenced. Providers will be able to call in and participate from home. See the green postcard for the telephone number to call.
- A second conference will be held on Thursday, June 25, 2009 at CCR&R Mountainland at 1410 W Business Park Dr, Room 132 - Geneva Building in Orem. This meeting will also be at 7:00 pm. You will NOT be able to call in for this conference.

### **2. Should I and/or my assistant caregiver assess ourselves in all Core Knowledge areas?**

The recommendation is to select one to three Core Knowledge areas to focus on assess yourselves in the competencies related to those areas only. The Core Competency document is lengthy, and as a person begins to consider goals from it, it

is much more manageable to focus on the specific areas that an individual is motivated to work on.

3. What is the CEU option for training?

A CEU is a Continuing Education Unit and is equivalent to 10 hours of training. To obtain a CEU there is usually a written or testing component. This option for training is available for those that may not be able to readily access CCR&R training. Only CEU's in Early Childhood Education will count. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes but may be easier to complete for some providers. Please see the on-line sources listed on **Appendix C** if you would like to use this option.

4. What is an example of an action or change of behavior to complete a goal that does not require funding?

Most of the competencies are not linked to purchasing materials. One example is the Emotional Wellness section of the competencies document, step 2, number 6 on page 27. The competency goal is for the **caregiver to recognize and acknowledge children's feeling and help them label them**. The caregiver commits to talking about feelings as part of the teaching process, acknowledging children's feelings before attempting to solve problems, and to helping children recognize and accept their feelings. This goal does not require any funding, but does require a change in behavior from the caregiver.

5. What is an example of how to maintain goals and new skills beyond the grant period?

Maintenance could include continued monitoring and feedback for an assistant caregiver. Additional training, posted reminders, quarterly self-assessments, etc. are examples for all caregivers.

6. How do I know if an item is age appropriate?

When making materials or product selections, it is important to consult the manufacturer's recommendation for the product. In some cases, you must go online to find out if a product may have small parts that can come off a larger product and present choking hazards. Children under the age of three must not have access to any item that presents a choking hazard. Ordering out of an infant/toddler catalog or the infant/toddler section of catalogs will ensure that the items that you are ordering for children under age three will be safe and generally appropriate. In addition, any item requested must fall within a reasonable range of what the children can use in a meaningful way. For example, if a product is recommended for children age 3 - 5 years old, it is not something you may buy for toddlers.

7. What can I do to improve my outdoor play area?

This grant limits outdoor improvements to the additional of materials and portable equipment. In addition, if there is already a swing set or climber without cushioning under it, the provider may request funds for shredded bark, wood fiber or sand. Also, if you use your basement for child care, grant funds may be used to purchase hinged window well covers that allow safe exiting in fires.

**Quality Environment Grant Application Form**  
**OFFICE OF CHILD CARE**  
**Department of Workforce Services**

Provider's Name (as listed on the Family Child care license) \_\_\_\_\_

Provider Address: Street Address \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County \_\_\_\_\_

Provider Mailing Address: Street or PO Box \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Program Telephone # \_\_\_\_\_ Provider cell phone # \_\_\_\_\_

E-mail address \_\_\_\_\_ Program Tax ID #: \_\_\_\_\_

State Vendor Number (if you have already been assigned one): \_\_\_\_\_

Licensed Capacity \_\_\_\_\_

*Current Enrollment:*

Number of Infants \_\_\_\_\_ Number of one-year-olds \_\_\_\_\_ Number of two year olds \_\_\_\_\_

Number of Preschoolers \_\_\_\_\_ Number of School-age children \_\_\_\_\_

Amount of Funds Requested for Equipment/Material: \_\_\_\_\_

**The following documents must be attached before this application can be processed:**

Incomplete applications will not be reviewed or funded. The original application packet and four complete copies must be submitted by the deadline. A complete application includes the following:

- ☐ Application Cover Sheet
- ☐ A copy of your child care license from the Department of Health
- ☐ Suggested Equipment and Materials checklist (Form A)
- ☐ Photographs of the room, any required equipment/materials, and areas to be improved.
- ☐ Diagram of the areas used for child care (Form B)
- ☐ Request for Materials and Equipment Forms (Form C)
- ☐ A minimum of three Plan of Action Forms (Form D)

□ Mail completed application to: Office of Child Care  
140 East 300 South  
Salt Lake City, Utah 84111

I certify that the information in this application is true and accurate. I understand that staff from the Office of Child Care (OCC) may visit my facility as part of the grant evaluation process.

If funded, I agree to comply with the requirements listed in this Request For Grants (RFG) and to provide the Office of Child Care with accurate information upon request. I understand that staff from the Office of Child Care may visit my facility to verify that projects are completed, purchases have been made, materials are available to the children and other grant requirements are completed.

\_\_\_\_\_  
Signature of Provider

\_\_\_\_\_  
Date

## Form A-1: Suggested Equipment & Materials for Family Child Care

Program Name: \_\_\_\_\_ Number of Infants/Toddlers Enrolled \_\_\_\_\_

When inventorying equipment/materials, only include items that are not broken and have all of their pieces. Also, infants/toddlers cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long.

### Indoor Furniture & Equipment

- \_\_\_\_\_ **Required: a crib or porta-crib for each infant and toddler**
- \_\_\_\_\_ 1 – 2 high chairs
- \_\_\_\_\_ Safe, sturdy diapering table with 4 inch high rail or edge
- \_\_\_\_\_ Preschool sized table and chairs (table 16 – 18 in. tall, chairs 8 – 12 in. tall)
- \_\_\_\_\_ Shelving and/or small plastic bins or baskets for toy storage that provides access to the toy

### Language & Literacy Materials

- \_\_\_\_\_ 12 vinyl, cloth and/or board books appropriate for infants, toddlers and young two-year-olds that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
- \_\_\_\_\_ 12 picture books appropriate for preschool age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
- \_\_\_\_\_ 12 books appropriate for school age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
- \_\_\_\_\_ 8 machine washable puppets

### Manipulatives (most toys will be appropriate for more than one of the age groups listed)

- \_\_\_\_\_ 10 rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
- \_\_\_\_\_ 10 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 – 12 months of age (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, etc.)
- \_\_\_\_\_ 10 toys for toddlers and young two-year-olds, including simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks, etc.)
- \_\_\_\_\_ 15 sets of toys for preschool and/or school-age children including interlocking building toys, manipulatives (such as small blocks, lacing cards, interlocking gears, etc.), and puzzles.
- \_\_\_\_\_ 2 discovery centers with hanging items for infants to look at and reach for

### Block Play

- \_\_\_\_\_ A set of at least 75 - 200 unit blocks
- \_\_\_\_\_ 10 small vehicles (cars, trucks, boats, planes, etc.)
- \_\_\_\_\_ 10 people figures, including children and adults
- \_\_\_\_\_ 10 – 20 animal figures of at least 2 different types(farm, zoo, ocean dinosaur, etc.)

### Optional:

- \_\_\_\_\_ A 40 piece snap together road/train set
- \_\_\_\_\_ A block play mat or rug
- \_\_\_\_\_ 10 traffic/road signs
- \_\_\_\_\_ 4 construction/hard hats
- \_\_\_\_\_ A set of at least 20 large hollow unit blocks

## **Dramatic Play Materials**

- \_\_\_ 4 washable dolls with varying skin tones
- \_\_\_ 4 soft machine washable dolls with varying skin tones
- \_\_\_ 6 - 8 doll accessories (clothes, bottles, blankets)
- \_\_\_ 16 pieces of play food
- \_\_\_ 10 play dishes (pots/pans, etc.)
- \_\_\_ 4 - 6 machine washable stuffed animals
- \_\_\_ 4 play telephones that resemble modern phones
- \_\_\_ 15 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys including at least 5 different types
- \_\_\_ 3 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)

### *Optional:*

- \_\_\_ 4 housekeeping items (broom and dustpan, vacuum, ironing board and iron)
- \_\_\_ A coat/clothing rack to hang dress-up clothes on
- \_\_\_ Up to 3 - 4 pieces of child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
- \_\_\_ 3 pieces doll furniture (bed, high chair, stroller or carriage, etc.)
- \_\_\_ 10 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, etc.)

## **Music & Movement Materials**

- \_\_\_ A CD player
- \_\_\_ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- \_\_\_ 12 musical / rhythm toys (at least 3 appropriate for each age group)

## **Art Materials**

- \_\_\_ 10 paintbrushes of varying types and sizes
- \_\_\_ 10 paint containers
- \_\_\_ 10 paint sponges, dot rollers, etc.
- \_\_\_ 2 paint easels
- \_\_\_ 6 paint smocks
- \_\_\_ 8 pair of safety scissors
- \_\_\_ 10 - 15 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)

### *Optional:*

- \_\_\_ A set of 12 woodworking tools with safety glasses
- \_\_\_ A drying rack

## **Science & Nature Play Materials**

- \_\_\_ Double/quad stroller that seats two to four children for nature walks
- \_\_\_ 6 board books that represent nature realistically (photos, realistic drawings/paintings)
- \_\_\_ 3 nature collections (rocks, leaves, shells, etc.)
- \_\_\_ 2 - 4 nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, etc.)
- \_\_\_ 4 nature sequencing card/picture sets, puzzles or activity sets

### *Optional:*

- \_\_\_ 12 pictures that represent nature realistically
- \_\_\_ 1 - 2 homes/containers for a licensing approved pet (fish aquarium, bird feeder, etc.)
- \_\_\_ 2 - 3 periodic living animal projects (egg hatching, butterfly hatching, ant farm, bird feeder, etc.)



### **Sensory Play Materials**

- \_\_\_\_\_ A sensory table or large plastic sensory bin
- \_\_\_\_\_ 10-16 accessories for digging, holding, pouring, and floating (shovels, measuring cups and spoons, molds, small pitchers, water wheels, sifters, small vehicles such as boats or cars)
- \_\_\_\_\_ 4 waterproof smocks

#### *Optional:*

- \_\_\_\_\_ An absorbent mat to put under messy sensory play materials
- \_\_\_\_\_ An outdoor sand box at least 6 ft. by 6 ft.

### **Active Physical Play Equipment (Indoor & Outdoor)**

- \_\_\_\_\_ 3 - 4 tricycles
- \_\_\_\_\_ 1 - 2 wagons
- \_\_\_\_\_ 4 balls of various sizes
- \_\_\_\_\_ 16 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- \_\_\_\_\_ 6 pieces of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags sets, small basketball hoop and basketballs, crawl-through tunnels, etc.)
- \_\_\_\_\_ Outdoor pad or blanket for infants
- \_\_\_\_\_ 2 crib gyms
- \_\_\_\_\_ 2 - 4 small push toys for infants/toddlers/two year olds (push along trucks, wheeled toys, etc.)

#### *Optional:*

- \_\_\_\_\_ 4 bike helmets

### **Materials to Promote the Acceptance of Diversity**

- \_\_\_\_\_ 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age, ability and gender in non-stereotypical role
- \_\_\_\_\_ 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,

### **Professional Resource Materials**

- \_\_\_\_\_ 1 Resource book for caregivers on infant/toddler development
- \_\_\_\_\_ 1 Resource book for caregivers child development
- \_\_\_\_\_ 1 – 2 Resource books for caregivers on providing quality family child care
- \_\_\_\_\_ 1 Resource book for caregivers on age appropriate activities to do with infants and toddlers
- \_\_\_\_\_ 1 Resource book for caregivers on age appropriate activities to do with preschoolers
- \_\_\_\_\_ 1 Resource book for caregivers on age appropriate activities to do with preschoolers

### **Outdoor Safety**

- \_\_\_\_\_ Window well covers that allow for safe exiting
- \_\_\_\_\_ Cushioning under already existing swing sets/climbers

## Form A-2: Suggested Equipment & Materials for Family Group Child Care

Program Name: \_\_\_\_\_ Number of Infants/Toddlers Enrolled \_\_\_\_\_

When inventorying equipment/materials, only include items that are not broken and have all of their pieces. Also, infants/toddlers cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. Write N/A (not applicable) on infant/toddler items if you do not currently have any infants/toddlers enrolled and do not plan to have any in the near future.

### Indoor Furniture & Equipment

- \_\_\_\_\_ **Required: a crib or porta-crib for each infant and toddler**
- \_\_\_\_\_ 2 high chairs
- \_\_\_\_\_ Safe, sturdy diapering table with 4 inch high rail or edge
- \_\_\_\_\_ Preschool sized table and chairs (table 16 – 18 in. tall, chairs 8 – 12 in. tall)
- \_\_\_\_\_ Shelving and/or small plastic bins or baskets for toy storage that provides access to the toy

### Language & Literacy Materials

- \_\_\_\_\_ 15 vinyl, cloth and/or board books appropriate for infants, toddlers and young two-year-olds that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
- \_\_\_\_\_ 18 picture books appropriate for preschool age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
- \_\_\_\_\_ 15 books appropriate for school age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
- \_\_\_\_\_ 12 machine washable puppets

### Manipulatives (most toys will be appropriate for more than one of the age groups listed)

- \_\_\_\_\_ 12 rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
- \_\_\_\_\_ 12 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 – 12 months of age (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, etc.)
- \_\_\_\_\_ 12 toys for toddlers and young two-year-olds, including simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks, etc.)
- \_\_\_\_\_ 18 sets of toys for preschool and/or school age children including interlocking building toys, manipulatives (such as small blocks, lacing cards, interlocking gears, etc.), and puzzles.
- \_\_\_\_\_ 2 discovery centers with hanging items for infants to look at and reach for

### Block Play

- \_\_\_\_\_ A set of at least 75 - 200 unit blocks
- \_\_\_\_\_ 15 small vehicles (cars, trucks, boats, planes, etc.)
- \_\_\_\_\_ 15 people figures, including children and adults
- \_\_\_\_\_ 15 – 25 animal figures of at least 2 different types(farm, zoo, ocean dinosaur, etc.)

### Optional:

- \_\_\_\_\_ A 40 piece snap together road/train set

- \_\_\_\_\_ A block play mat or rug
- \_\_\_\_\_ 10 traffic/road signs
- \_\_\_\_\_ 4 construction/hard hats
- \_\_\_\_\_ A set of at least 20 large hollow unit blocks

### **Dramatic Play Materials**

- \_\_\_\_\_ 6 washable dolls with varying skin tones
- \_\_\_\_\_ 6 - 8 doll accessories (clothes, bottles, blankets)
- \_\_\_\_\_ 24 pieces of play food
- \_\_\_\_\_ 12 play dishes (pots/pans, etc.)
- \_\_\_\_\_ 6 - 8 machine washable stuffed animals
- \_\_\_\_\_ 4 play telephones that resemble modern phones
- \_\_\_\_\_ 20 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys including at least 5 different types
- \_\_\_\_\_ 3 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)

#### *Optional:*

- \_\_\_\_\_ 4 housekeeping items (broom and dustpan, vacuum, ironing board and iron)
- \_\_\_\_\_ A coat/clothing rack to hang dress-up clothes on
- \_\_\_\_\_ Up to 3 - 4 pieces of child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
- \_\_\_\_\_ 3 pieces doll furniture (bed, high chair, stroller or carriage, etc.)
- \_\_\_\_\_ 10 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, etc.)

### **Music & Movement Materials**

- \_\_\_\_\_ A CD player
- \_\_\_\_\_ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- \_\_\_\_\_ 12 musical / rhythm toys (at least 3 appropriate for each age group)

### **Art Materials**

- \_\_\_\_\_ 10 paintbrushes of varying types and sizes
- \_\_\_\_\_ 10 paint containers
- \_\_\_\_\_ 10 paint sponges, dot rollers, etc.
- \_\_\_\_\_ 2 paint easels
- \_\_\_\_\_ 6 paint smocks
- \_\_\_\_\_ 8 pair of safety scissors
- \_\_\_\_\_ 10 - 15 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)

#### *Optional:*

- \_\_\_\_\_ A set of 12 woodworking tools with safety glasses
- \_\_\_\_\_ A drying rack

### **Science & Nature Play Materials**

- \_\_\_\_\_ Double/quad stroller that seats two to four children for nature walks
- \_\_\_\_\_ 10 board books that represent nature realistically (photos, realistic drawings/paintings)
- \_\_\_\_\_ 3 nature collections (rocks, leaves, shells, etc.)
- \_\_\_\_\_ 2 - 4 nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, etc.)
- \_\_\_\_\_ 4 nature sequencing card/picture sets, puzzles or activity sets

#### *Optional:*

- \_\_\_\_\_ 12 pictures that represent nature realistically
- \_\_\_\_\_ 1 - 2 homes/containers for a licensing approved pet (fish aquarium, bird feeder, etc.)

- \_\_\_\_\_ 2 – 3 periodic living animal projects (hatching eggs, butterfly hatching kit, ant farm, bird feeder, etc.)

### **Sensory Play Materials**

- \_\_\_\_\_ A sensory table or large plastic sensory bin
- \_\_\_\_\_ 16 - 20 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
- \_\_\_\_\_ 4 waterproof smocks

#### *Optional:*

- \_\_\_\_\_ An absorbent mat to put under messy sensory play materials
- \_\_\_\_\_ An outdoor sand box at least 6 ft. by 6 ft.

### **Active Physical Play Equipment (Indoor & Outdoor)**

- \_\_\_\_\_ 4 - 6 tricycles of various sizes
- \_\_\_\_\_ 1 - 2 wagons
- \_\_\_\_\_ 10 balls of various sizes
- \_\_\_\_\_ 24 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- \_\_\_\_\_ 8 pieces of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags sets, small basketball hoop and basketballs, crawl-through tunnels, etc.)
- \_\_\_\_\_ Outdoor pad or blanket for infants
- \_\_\_\_\_ 2 crib gyms
- \_\_\_\_\_ 2 - 4 small push/riding toys for infants/toddlers/two year olds (push along trucks, wheeled toys, etc.)

#### *Optional:*

- \_\_\_\_\_ 4 bike helmets

### **Materials to Promote the Acceptance of Diversity**

- \_\_\_\_\_ 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,

### **Professional Resource Materials**

- \_\_\_\_\_ 1 Resource book for caregivers on infant/toddler development
- \_\_\_\_\_ 1 Resource book for caregivers child development
- \_\_\_\_\_ 1 – 2 Resource books for caregivers on providing quality family child care
- \_\_\_\_\_ 1 Resource book for caregivers on age appropriate activities to do with infants and toddlers
- \_\_\_\_\_ 1 Resource book for caregivers on age appropriate activities to do with preschoolers
- \_\_\_\_\_ 1 Resource book for caregivers on age appropriate activities to do with preschoolers

### **Outdoor Safety**

- \_\_\_\_\_ Window well covers that allow for safe exiting
- \_\_\_\_\_ Cushioning under already existing swing sets/climbers

### Form B: Activity & Play Areas for Family Child Care (each square equals 1 foot)

Program/Provider Name \_\_\_\_\_ Rooms/Areas: \_\_\_\_\_

This image shows a full page of blank graph paper. The grid consists of small, equal-sized squares formed by thin black lines. There are no margins, text, or other markings on the page.



## Form C SAMPLE: Equipment and Materials Request Form

Family Provider Name Mary Smith

Page 1[illegible]

**Form D: Plan of Action Form**  
**Complete one page for each Core Competency Goal**

**Section A:** Family Provider's Name: \_\_\_\_\_  
Name/s of Assistant Caregiver(if applicable) \_\_\_\_\_  
Core Knowledge Area: \_\_\_\_\_  
Core Competency Skill: Step \_\_\_\_\_ Competency Number: \_\_\_\_\_  
Core Competency Goal: \_\_\_\_\_  
\_\_\_\_\_

**Section B: List indicators of the competency to be developed:**

1.

2.

3.

4.

**Section C: Training—Circle the training option being used: CCR&R class    1 CEU**

Training class to help in developing this skill: \_\_\_\_\_

Alternate option/s: \_\_\_\_\_ , \_\_\_\_\_

Additional Class if Desired (Optional): \_\_\_\_\_

**Section D: Provider's Plan of Action**

Please describe the activities you will take to ensure that your new skills or those of your assistant caregiver are developed and maintained goals identified above in Section B. (At least 2 activities required)

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Write a short narrative explaining how you will maintain this progress and continue to meet the goals beyond the grant period:

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**Form D: Plan of Action Form**  
**Complete one page for each Core Competency Goal**

**Section A: Family Provider's Name:** Ima Provider  
**Name/s of Assistant Caregiver(if applicable)** \_\_\_\_\_  
**Core Knowledge Area:** Guidance  
**Core Competency Skill: Step** 2 **Competency Number:** 6  
**Core Competency Goal:** Uses positive statements and redirection to guide children

**Section B: List indicators of the competency to be developed:**

1. Help children explore options for play
2. Describes for children what they can do instead of what they can't do
3. Acknowledge children when they display positive behaviors
4. \_\_\_\_\_

**Section C: Training—Circle the training option being used: CCR&R class    1 CEU**

Training class to help in developing this skill: Learning in the Early Years

Alternate option/s: Learning to Get Along , \_\_\_\_\_

Additional Class if Desired (Optional): \_\_\_\_\_

**Section D: Provider's Plan of Action**

Please describe the activities you will take to ensure that your new skills or those of your assistant caregiver are developed and maintained goals identified above in Section B. (At least 2 activities required)

1. I will post reminder notes for myself to help me remember to tell the children what they CAN do and to recognize their good behavior. 2. I will keep a journal and write my thoughts about my progress, successes and struggles. 3. I will attend a 10 hour class and will also read some articles about guidance for preschoolers.

Write a short narrative explaining how you will maintain this progress and continue to meet the goals beyond the grant period:

I will continue to take courses that will help me maintain my new skills. I will subscribe to a magazine that will also keep me on track (Parent magazine)

## Appendix A

### Matching Training to Competencies

<b>Core Knowledge Area</b>	<b>Corresponding Training</b>
Health and Safety	Healthy Care Special Needs Course 1
Child Growth and Development	<b>Step One and Two:</b> Ages and Stages Learning in the Early Years Strong and Smart! Infant and Toddler Course 3  <b>Step Three and Up:</b> Advanced Child Development Special Needs Course 1 Guidance and Emotional Wellness, Course 1 Infant and Toddler Course 3 (Birth to 3 years)
Learning Environment and Curriculum Implementation	<b>Step One and Two:</b> A Great Place for Kids! Strong and Smart! Infant and Toddler Course 1 (Birth to 3 years)  <b>Step Three and Up:</b> Guidance and Emotional Wellness 2 Special Needs Course 2 and 3 Infant and Toddler Course 3 (Birth to 3 years)
Child Guidance and Emotional Wellness	<b>Step One and Two:</b> Learning in the Early Years Learning to Get Along Infant and Toddler Course 2 (Birth through 2 years) <b>Step Three and Up:</b> Guidance and Emotional Wellness 1, 2, 3 or 4 Special Needs Course 2 and 3
Observation and Assessment	Looking to Learn
Family and Community	<b>Step 1 and 2:</b> Working Together Infant and Toddler Course 4 (Birth to 3 years)  <b>Step 3 and up:</b> Touch Points Course 1, 2, 3 or 4 Special Needs Course 2
Personal and Professional Development	<b>Step 1 or 2:</b> More Than Babysitting  <b>Step 2 and Up</b> Creating Good Child Care

# **Appendix B**

## **Utah Child Care Resource & Referral Agencies**

### **Bridgerland--Box Elder, Cache, Rich Counties**

(800) 670-1552      (435) 797-1552  
Utah State University, 6510 Old Main Hill, Logan, UT 84322-6510

### **Northern--Weber, Morgan, Davis Counties**

(888) 970-0101      (801) 626-7837  
Weber State University  
1309 University Circle  
Ogden, UT 84408-1309

### **Metro--Tooele, Salt Lake Counties**

(800) 839-7444      (801) 355-7444  
Children's Service Society, 124 South 400 East, Suite 400, Salt Lake City, UT 84111

### **Mountainland--Summit, Utah, Wasatch Counties**

(800) 952-8220      (801) 863-8220  
Utah Valley University, 800 W. University Parkway-163, Orem, UT 84058

### **Eastern--Daggett, Duchesne, Uintah, Carbon, Emery, Grand, San Juan Counties**

(888) 637-4786      (435) 613-5662  
College of Eastern Utah, 451 East 400 North, Price, UT 84501

### **Western--Juab, Piute, Wayne, Millard, Sanpete, Sevier, Iron, Washington, Kane, Garfield, Beaver Counties**

(888) 344-4896      (800)      543-7527  
Five County Association of Governments  
St. George Office:, 1070 West 1600 South, Building B St. George, UT 84770  
Cedar City Office: 88 E. Fiddler's Canyon Road, Suite H, Cedar City, UT 84720

## **Appendix C**

### **More about CEUs**

A CEU is a Continuing Education Unit and is equivalent to 10 hours of training. To obtain a CEU there is usually a written or testing component. This option for training is available for those that may not be able to readily access CCR&R training. Only CEU's in Early Childhood Education will count. The Children's Center's upper level training is also a viable option for CEU credit. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes. The center will still be required to pay at the fee if the caregiver doesn't have any other reasonable option for training. If the caregiver chooses an on-line course over a CCR&R course, the centers must pay at least the CCR&R course fee and up to 10 hours for the caregiver's time to complete it.

#### **On-line Sources**

Care Courses: [www.carecourses.com](http://www.carecourses.com), 1-800-685-7610

Child Care Exchange: [www.childcareexchange.com](http://www.childcareexchange.com) Type CEU credit in the search box

Stout University/Gryphon House: [www.gryphonhouse.com](http://www.gryphonhouse.com) click on CEU program

Texas Tech University Distance Learning: [www.selfdimensions.com](http://www.selfdimensions.com) click on CEU program

Kaplan Early Learning Company : [www.kaplanco.com](http://www.kaplanco.com) click on Professional Development

#### **Other Sources**

The Children's Center Upper Level Courses

*Any CEU program run through an accredited college, related specifically to Early Childhood Education, will be accepted..*

### Appendix D: Well-Known Early Childhood Catalog Companies

<b>Company</b>	<b>Types of Catalogs</b>	<b>Phone number</b>	<b>Web site</b>
Kaplan	First Three Years Preschool	1-800-334-2014	<a href="http://www.kaplanco.com">www.kaplanco.com</a>
ABC School Specialty	Furniture, general supplies & equipment		<a href="http://store.schoolspecialtyonline.net">store.schoolspecialtyonline.net</a>
Play With a Purpose	Good gross motor & outdoor equipment	1-888-330-1826	<a href="http://www.pwaponline.com">www.pwaponline.com</a>
Environments	Pre3Child Preschool	1-800-342-4453	<a href="http://www.eichild.com">www.eichild.com</a>
Constructive Playthings	Furniture, general supplies & equipment	1-800-448-4115	<a href="http://www.constplay.com">www.constplay.com</a>
Creative Diversity	Books, dramatic play, music, pictures	1-888-802-9431	<a href="http://www.creativediversity.com">www.creativediversity.com</a>
Culture for Kids	Books, music, games for all ages	1-800-765-5885	<a href="http://www.cultureforkids.com">www.cultureforkids.com</a>
Lakeshore	Furniture, general supplies & equipment	1-800-421-5354	<a href="http://www.lakeshorelearning.com">www.lakeshorelearning.com</a>
Childcraft	Furniture, general supplies & equipment	1-800-631-5652	<a href="http://www.childcraft.com">www.childcraft.com</a>
Discount School Supply	Furniture, general supplies & equipment	1-800-627-2829	<a href="http://www.discountschoolsupply.com">www.discountschoolsupply.com</a>
Early Childhood Manufacturers' Direct	Good prices on wide variety	1-800-896-9951	<a href="http://www.ECMDstore.com">www.ECMDstore.com</a>
Environments	Pre3Child (birth to 3 year) Early Childhood	1-800-342-4453	<a href="http://www.Environments.com">www.Environments.com</a>
Hatch	Furniture, general supplies & equipment	800.624.7968	<a href="http://www.hatchearlychildhood.com">www.hatchearlychildhood.com</a>
Community Playthings	Primarily furniture, beautiful dividers	1-800-777-4244	<a href="http://www.communityplaythings.com">www.communityplaythings.com</a>
Redleaf Press	Resource books for directors and caregivers,	1-800-423-8309	<a href="http://www.redleafpress.org">www.redleafpress.org</a>
Gryphon House	Resource books – see above	1-800-638-0928	<a href="http://www.ghbooks.com">www.ghbooks.com</a>
NAEYC	Resource books – see above	1-800-424-2460	<a href="http://www.naeyc.org">www.naeyc.org</a>

**Appendix E**  
**Family Child Care Quality Environment Grant**

**Grant Standard Special Terms and Conditions**

1. **GRANT JURISDICTION:** The laws of the State of Utah shall govern the provisions of this Grant.
2. **CONFLICT OF INTEREST:** GRANTEE certifies, through the execution of the Grant, that no person in its and DEPARTMENT'S employment, directly or through subcontract, will receive any private financial interest, direct or indirect, in the Grant. GRANTEE will not hire or subcontract with any person having such conflicting interest(s).
3. **RECORDS ADMINISTRATION:** GRANTEE shall maintain or supervise the maintenance of all records necessary to properly account for the payments made to GRANTEE for costs authorized by this Grant. These records shall be retained by GRANTEE for at least four years after the Grant terminates or until all audits initiated within the four years have been completed, whichever is later. GRANTEE shall maintain books, records, documents, and other evidence.
4. **IMPOSITION OF FEES:** GRANTEE will not impose any fees upon clients provided services under this Grant except as authorized by DEPARTMENT.
5. **HUMAN SUBJECTS RESEARCH:** GRANTEE shall not conduct research involving employees of DEPARTMENT or individuals receiving services (whether direct or contracted) from DEPARTMENT.
6. **GRANTEE ASSIGNMENT AND SUBGRANTEES/SUBCONTRACTORS:**
  - a. **Assignment.** Notwithstanding DEPARTMENT'S right to assign the rights or duties hereunder, GRANTEE agrees and understands that this Grant is based on the reputation of GRANTEE, and this Grant may not be assigned by GRANTEE without the written consent of DEPARTMENT. Any assignment by GRANTEE without DEPARTMENT'S written consent shall be wholly void.
  - b. **Subgrantees/Subcontractors.** As used in this Grant, the term "subgrantee" or "subcontractor" means an individual or entity that has entered into an agreement with the original GRANTEE to perform services or provide goods which the original GRANTEE is responsible for under the terms of this Grant. Additionally, the term "subgrantee" or "subcontractor" also refers to individuals or entities that have entered into agreements with any subgrantee if: (1) those individuals or entities have agreed to perform all or most of the subgrantee's duties under this Grant; or (2) federal law requires this Grant to apply to such individuals or entities. If GRANTEE enters into subcontracts the following provisions apply:
    - (1) **Duties of Subgrantee:** Regardless of whether a particular provision in this Grant mentions subgrantees, a subgrantee must comply with all provisions of this Grant including, but not limited to, the state procurement requirements, insurance requirements and the fiscal and program requirements. GRANTEE retains full responsibility for the Grant compliance whether the services are provided directly or by a subgrantee.
    - (2) **Provisions Required in Subcontracts:** If GRANTEE enters into any subcontracts with other individuals or entities and pays those individuals or entities for such goods or services with federal or state funds, GRANTEE must include provisions in its subcontracts regarding the federal and state laws identified in this Grant, if

applicable ("Grantee's Compliance with Applicable Laws; Cost Accounting Principles and Financial Reports"), as well as other laws and grant provisions identified in 45 C.F.R. §92.36(i).

7. **MONITORING:** DEPARTMENT shall have the right to monitor GRANTEE'S performance regarding all services purchased under this Grant. Monitoring of GRANTEE'S performance shall be at the complete discretion of DEPARTMENT which will rely on the criteria set forth in this Grant, including the goals, service objectives and methods described in "Scope of Work" and any special conditions and "Performance Measures" and GRANTEE'S fiscal operations. Monitoring may include both announced and unannounced visits. Monitoring will take place during normal business hours.

**Client or Grantee Staff Satisfaction Surveys.** GRANTEE understands that DEPARTMENT is committed to providing customer-oriented services, and that DEPARTMENT often conducts customer-satisfaction surveys as a part of monitoring. GRANTEE agrees to cooperate with all DEPARTMENT-initiated customer feedback.

8. **NOTIFICATION OF THE INTERNAL REVENUE SERVICE:** It is DEPARTMENT'S policy to notify the Internal Revenue Service of any violations of IRS regulations uncovered as a result of its dealings with providers.
9. **GRANT RENEWAL:** Renewal of Grant will be solely at the discretion of DEPARTMENT.
10. **RENEGOTIATION OR MODIFICATIONS:** This Grant may be amended, modified, or supplemented only by written amendment, executed by the parties hereto, and attached to the original signed copy of the Grant.
11. **GRANT TERMINATION:**
  - a. **Default Termination.** In the event this Grant is terminated as a result of a default by GRANTEE, DEPARTMENT may procure or otherwise obtain, upon such terms and conditions as DEPARTMENT deems appropriate, services similar to those terminated, and GRANTEE shall be liable to DEPARTMENT for any damages arising there from, including attorneys' fees and excess costs incurred by DEPARTMENT in obtaining similar services.
  - b. **Immediate Termination.** If GRANTEE creates or is likely to create a risk of harm to the clients served under this Grant, or if any other provision of this Grant (including any provision in the attachments) allows DEPARTMENT to terminate the Grant immediately for a violation of that provision, DEPARTMENT may terminate this Grant immediately by notifying GRANTEE in writing.
  - c. **No Cause Termination.** This Grant may be terminated, with or without cause, in advance of the specified expiration date, by either party, upon ninety (60) days prior written notice being given the other party. Upon termination of this Grant, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination.
  - d. **Attorneys' Fees and Costs.** If either party seeks to enforce this Grant upon a breach by the other party, or if one party seeks to defend itself against liability arising from the negligence of the other party, the prevailing party shall receive from the unsuccessful party all court costs and its reasonable attorneys' fees, regardless of whether such fees are incurred in connection with litigation.

- e. **Remedies for Grantee's Violation.** GRANTEE acknowledges that if GRANTEE violates the terms of this Grant, DEPARTMENT is entitled to avail itself of all available legal, equitable and statutory remedies including, but not limited to, money damages, injunctive relief, and debarment as allowed by state and federal law.
12. **CITING DEPARTMENT IN ADVERTISING:** Grantee agrees to give credit to DEPARTMENT for funding in all written and verbal advertising or discussion of this program such as brochures, flyers, informational materials, talk shows, etc. All formal advertising or public information programs will be coordinated with the Public Information Officer for DEPARTMENT.
13. **DRUG-FREE WORKPLACE:** GRANTEE agrees to abide by DEPARTMENT'S drug-free workplace policies while on DEPARTMENT premises.
14. **TERMINATION (FUND-OUT):** GRANTEE acknowledges that DEPARTMENT cannot grant for the payment of funds not yet provided by the Federal Government or appropriated by the Utah State Legislature and DEPARTMENT cannot guarantee funding under this Grant since it may be altered by an act of the Federal Government or the Utah State Legislature occurring before the expiration of this Grant. Therefore, in the event that DEPARTMENT fails to receive appropriations then DEPARTMENT may, by giving at least 60 days advance written notice, terminate this Grant. DEPARTMENT will reimburse GRANTEE for services performed up through the date of cancellation. Should the termination option be used in this Grant GRANTEE will make an accounting of its expenditures within the sixty (60) days notice and returned all unexpended money to DEPARTMENT.
15. **BILLINGS AND PAYMENTS:** Payments to Grantee will be made by DEPARTMENT upon receipt of itemized billing for authorized service(s) provided and supported by information contained in reimbursement forms supplied by DEPARTMENT. Billings and claims for services must be received within thirty (30) days after the last date of service for the period billed including the final billing, which must be submitted within thirty (30) days after contract termination or they may be delayed or denied. DEPARTMENT must receive billing for services for the month of June no later than July 20<sup>th</sup>, due to DEPARTMENT'S fiscal year end. Billings submitted after this date may be denied.
- DEPARTMENT will not allow claims for services furnished by GRANTEE, which are not specifically authorized by this Grant.
16. **PAYMENT WITHHOLDING:** GRANTEE agrees that the reporting and record keeping requirements specified in this Grant are a material element of performance and that if, in the opinion of DEPARTMENT, GRANTEE'S record keeping practices and/or reporting to DEPARTMENT are not conducted in a timely and satisfactory manner, DEPARTMENT may withhold part or all payments under this or any other Grant until such deficiencies have been remedied. In the event of the payment(s) being withheld, DEPARTMENT agrees to notify GRANTEE of the deficiencies that must be corrected in order to bring about the release of withheld payment.
17. **OVERPAYMENT/AUDIT EXCEPTIONS/DISALLOWANCES:** GRANTEE agrees that if during or subsequent to the Grant CPA audit or DEPARTMENT determines that payments were incorrectly reported or paid, DEPARTMENT may amend the Grant and adjust the payments. In Grants, which include a budget, GRANTEE expenditures to be eligible for reimbursement must be adequately documented. GRANTEE will, upon written request, immediately refund any



overpayments determined by audit and for which payment has been made to GRANTEE, to DEPARTMENT. GRANTEE further agrees that DEPARTMENT shall have the right to withhold any or all subsequent payments under this or other contracts with GRANTEE until recoupment of overpayment is made.

18. **REDUCTION OF FUNDS:** The maximum amount authorized by this Grant shall be reduced or Grant terminated if required by federal/state law, regulation, action or if there is significant under-utilization of funds, provided GRANTEE shall be reimbursed for all services performed in accordance with this Grant prior to date of reduction or termination. If funds are reduced, there will be a comparable reduction in the amount of services to be given by GRANTEE. DEPARTMENT will give GRANTEE thirty (30) days notice of reduction.
19. **PRICE REDUCTION FOR INCORRECT PRICING DATA:** If any price, including profit or fee, negotiated in connection with this Grant, or any cost reimbursable under this Grant was increased by any significant sum because GRANTEE furnished cost or pricing data (e.g., salary schedules, reports of prior period costs, etc.) which was not accurate, complete and current, the price or cost shall be reduced accordingly. The Grant may be modified in writing as necessary to reflect such reduction, and amounts overpaid shall be subjected to overpayment assessments. Any action DEPARTMENT may take in reference to such price reduction shall be independent of, and not be prejudicial to, DEPARTMENT'S right to terminate this Grant.
20. **LICENSING AND STANDARD COMPLIANCE:** By signing this Grant, GRANTEE acknowledges that it currently meets all applicable licensing or other standards required by federal and state laws or regulations and ordinances of the city/county in which services and/or care is provided and will continue to comply with such licensing or other applicable standards and ordinances for the duration of this Grant period. Failure to secure or maintain a license shall support a basis for cancellation of this Grant. GRANTEE acknowledges that it is responsible for familiarizing itself with these laws and regulations, and complying with all of them.
21. **COMPLIANCE WITH GENERALLY APPLICABLE STATE AND FEDERAL LAWS**
  - a. GRANTEE is required to comply with all anti-discrimination and drug-free workplace laws, and all laws governing research involving human subjects. If GRANTEE is receiving federal funds under this Grant the following federal laws may apply: Equal Opportunity Employer Executive Order, the Davis-Bacon Act, the Hatch Act, the Copeland "Anti-Kickback" Act, the Fair Labor Standards Act, the Grant Work Hours and Safety Standards Act, the Clean Air Act, the Federal Water Pollution Control Act, the Byrd Anti-Lobbying Amendment, and the Debarment and Suspension Executive Orders. GRANTEE shall comply with these laws and regulations to the extent they apply to the subject matter of this Grant.
  - b. **Equal Opportunity Clause.** Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I-financially assisted program or activity:  
  
Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color, and national origin;

Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age;

And Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in education programs.

If applicable, GRANTEE will provide an explanation of the client's rights and protections under 29 CFR Part 37. GRANTEE will also provide a copy of the Department of Workforce Services Equal Opportunity Notice (English or Spanish version, DWS 09-15E-0900NCR or 09-15S-0201 respectively) to the client and maintain a copy in the client file.

22. CODE OF CONDUCT (Attached if Applicable): GRANTEE agrees to follow and enforce DEPARTMENT'S Code of Conduct, Utah Administrative Code, R982-601-101 et seq. GRANTEE agrees that each of its employees or volunteers will receive a copy of the Code of Conduct. A signed statement by each employee or volunteer to this effect must be in employee's/volunteer's file subject to inspection and review by DEPARTMENT monitors.
23. SEPARABILITY CLAUSE: A declaration by any court or other binding legal source that any provision of this agreement is illegal and void shall not affect the legality and enforceability of any other provisions of this agreement unless said provisions are mutually dependent.
24. INDEMNITY CLAUSE:
  - GOVERNMENTAL AGENCIES: Both parties to this Contract are **governmental** entities as defined by the Utah Governmental Immunity Act, Title 63, Chapter 30 Utah Code Annotated, 1953, as amended. Consistent with the terms of this Act, it is mutually agreed that each party is responsible and liable for its own wrongful or negligent acts that it commits or which are committed by its agents, officials, or employees. Neither party waives any defenses otherwise available under the Governmental Immunity Act.
  - NON-GOVERNMENTAL ENTITY: The CONTRACTOR agrees to indemnify, save harmless, and release the State of Utah, and all its officers, agents, volunteers, and employees from and against any and all loss, damages, injury, liability, suits, and proceedings arising out of the performance of this contract which are caused in whole or in part by the negligence of the Grantees officers, agents, volunteers, or employees, but not for claims arising from the State's sole negligence.
25. FINANCIAL/COST ACCOUNTING SYSTEM: GRANTEE agrees to maintain a financial and cost accounting system in accordance with the Generally Accepted Accounting Principles ("GAAP"), issued by the American Institute of Certified Public Accountants; or the "Governmental GASB," issued by the United States Governmental Accounting Standards Board. An entity's accounting basis determines when transactions and economic events are reflected in its financial statements. An entity may record its accounting transactions and events on a cash basis, accrual basis, or modified accrual basis. According to GAAP and Governmental GAAP, the cash method of accounting is not appropriate for governmental entities; the accrual basis and modified accrual basis of accounting are the preferred methods. The GRANTEE further agrees that all program expenditures and revenues shall be supported by reasonable documentation (vouchers, invoices, receipts, etc.), which shall be stored and filed in a systematic and consistent manner. The GRANTEE further agrees to retain and make

available to independent auditors, State and Federal auditors, and program and Grant reviewers all accounting records and supporting documentation for a minimum of four (4) years after the expiration of this Grant. The GRANTEE further agrees that, to the extent it is unable to reasonably document the disposition of monies paid under this Grant, it is subject to an assessment for over-payment.

26. **GRIEVANCE PROCEDURE:** The GRANTEE agrees to establish a system which recipients of the purchased services may present grievances about the operation of the program as it pertains to and affects said recipient. The GRANTEE will advise recipients of their right to present grievances concerning denial or exclusion from the program, or operation of the program, and of their right to a review of the instance by the Department of Workforce Services. The GRANTEE will advise applicants in writing of rights and procedures to appeal. In the event of a grievance, the GRANTEE will notify the DEPARTMENT of the grievance and it's disposition of the matter. If no resolution is reached with the GRANTEE, the grievance will be forwarded to the DEPARTMENT for processing through the DEPARTMENT'S Administrative Process.
27. **PROTECTION AND USE OF CLIENT RECORDS:** The use or disclosure by any party of any information concerning a client for any purpose not directly connected with the administration of the DEPARTMENT'S or the GRANTEE'S responsibilities with respect to services purchased under this agreement is prohibited except on written consent of the client, their attorney, or responsible parent or guardian. The GRANTEE will be required to sign the DEPARTMENT'S disclosure statement.
28. **DEPARTMENT COST PRINCIPLES FOR COST REIMBURSEMENT CONTRACTS**
  - a. **Federal Cost Principles determine allowable costs in the Department Grants.** They can be found in circulars published by the Federal Office of Management and Budgets ("OMB"). GRANTEE may locate the Federal Cost Principles applicable to its organization at the internet web site:  
**OMB Circulars: <http://www.whitehouse.gov/omb/circulars/index.html>**
  - b. **Compliance with Federal Cost Accounting Principles.** For GRANTEE'S convenience, the DEPARTMENT provides Table 1 below, "Cost Accounting Principles," as a reference guide to the applicable cost principles. However, the information in this table is not exhaustive, and GRANTEE understands that it is obligated to seek independent legal or accounting advice. As shown in Table 1, "Cost Accounting Principles," the principles applicable to a particular GRANTEE depend upon the GRANTEE'S legal status.

**Table 1: Cost Accounting Principles**

Grantee	Federal Cost Principles
State or Local Govt. & Indian Tribal Govts.	OMB Circular A-87
College or University	OMB Circular A-21
Non-Profit Organization	OMB Circular A-122
For Profit (Commercial) Organization	48 CFR Part 31

- c. **Additional Cost Principles.**  
Compensation For Personal Services:

- (1) In addition to the cost principles in the Federal circulars concerning compensation for personal services, the following cost principles also apply:
    - (a) The portion of time a person devotes to a program should be disclosed in the budget as a percent of 40 hours per week.
    - (b) Employees who are compensated from one or more Grants, or from programmatic functions must maintain time reports, which reflect the distribution of their activities.
    - (c) For persons occupying any managerial position (administration or program management), total work time from all work, including outside employment and participation in other entities, must be disclosed. If total work time exceeds 40 hours and the GRANTEE wants reimbursement for the time devoted to DEPARTMENT programs over 40 hours, the following two conditions must be met:
      - (i) A perpetual time record must be maintained, and
      - (ii) Prior written approval must be obtained from the DEPARTMENT'S Finance-Contracting Division
  - (2) Compensation for Personal Expenses: The DEPARTMENT will not reimburse GRANTEE for personal expenses. For example, spouse travel when the travel costs of the spouse is unrelated to the business activity, telecommunications and cell phones for personal uses, undocumented car allowances, payments for both actual costs of meals and payments for per diem on the same day, and business lunches (not connected with training).
  - d. **Third-Party Reimbursement And Program Income.** The GRANTEE is required to pursue reimbursement from all other sources of funding available for services performed under this Grant. Other sources of funding include, but are not limited to, third-party reimbursements and program income. In no instance shall any combination of other sources of funding and billings to Department Of Workforce Services be greater than "necessary and reasonable costs to perform the services" as supported by audited financial records. Collections over and above audited costs shall be refunded to Department Of Workforce Services.
29. ADMINISTRATIVE EXPENDITURES: If applicable, DEPARTMENT will reimburse GRANTEE for actual administrative or indirect costs (Category I) up to 10% of the total program and capital (Category III & II) costs as negotiated in the attached budget.
30. CHANGES IN BUDGET (Cost Reimbursement Grants Only): The budget attached hereto shall be the basis for payment. The GRANTEE may not make any adjustment in budgeted funds from Category III, "Program Expenses" to either Category I, "Administration" or Category II, "Capital Expenditures" or between Categories I and II, without prior written approval by the DEPARTMENT. Expenditures in excess of those budgeted in either Category I or II may be considered questioned costs. Resolution of such questioned costs will normally result in a request that such excesses be refunded to the DEPARTMENT. The GRANTEE may, however, shift between either Category I or II to Category III without prior approval. Expenditures in excess of those budgeted in Category III will not normally result in questioned costs unless restrictions have been

placed on subcategories within this major category. When the Grant restricts expenditures within defined subcategories, any unapproved excess will be considered a questioned cost.

31. **RELATED PARTIES:** The GRANTEE shall not make payments to related parties in any category of Administration, Capital Expenditures, or Program Expenses without the prior written consent of the DEPARTMENT. Payments to related parties may include, but are not limited to: salaries, wages, compensation under employment or service Grants, or payments under purchase, lease, or rental Grants. Payments made by the GRANTEE to related parties without such prior written consent may be disallowed and may result in an overpayment assessment. For the purpose of defining payments to related parties under a grant the GRANTEE shall be defined to include all owners, partners, directors, and officers of the GRANTEE or others with authority to establish policies and make decisions for the GRANTEE.

Persons and/or organizations shall be considered related parties when any of the following conditions exist:

A person and/or organization with directors, officers, or others with the authority to establish policies and to make decisions for the organization who is/are related to GRANTEE through blood or marriage, as defined by U.C.A., Section 52-3-1(1)(d) as father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in law, or daughter-in-law.

An organization has in common with the GRANTEE either: a) owners or partners who directly or indirectly own ten percent (10%) or more of the voting interest of the organization; and/or b) directors, officers or others with authority to establish policies and make decisions for the organization.

The GRANTEE is obligated to notify the Department of any contemplated or actual related party payment prior to making a purchase. Upon notification of related party payment, the DEPARTMENT may, at its discretion, require that the GRANTEE undertake competitive bidding for the goods or services, require satisfactory cost justification prior to payment, or take other steps that may be necessary to assure that the goods or services provided afford the DEPARTMENT a satisfactory level of quality and cost. Any related party payments contemplated under this Grant must be disclosed on a statement for related party transactions and is available from the DEPARTMENT'S Finance/Contracting Division. It will require:

- a. The name of the GRANTEE'S Representative who is related to the party that the GRANTEE seeks to make payments to.
  - b. The name of the other related party.
  - c. The relationship between the individuals identified in a. and b. above.
  - d. A description of the transaction in question and the dollar amount involved (if any).
  - e. The decision-making authority of the GRANTEE'S Representative and the party identified in b. above, with respect to the applicable transaction.
  - f. The potential effect of the payment to a related party on this Grant; and The measures taken by the GRANTEE to protect the DEPARTMENT from potentially adverse effects resulting from the identified parties' relationship.
32. **NON-FEDERAL MATCH:** For those Grants requiring a non-federal match, said match shall be:

- a. Expenses that are reasonable and necessary for proper and efficient accomplishment of the contracted program objectives.
- b. Allowable under applicable cost principles.
- c. Not paid by the Federal Government under another award except where authorized by Federal statute.
- d. In accordance with the appropriate Federal grant being matched.

Invoices submitted to DEPARTMENT should detail the total cost of the Grant program expenditures and should distinguish between which expenditures are match and which are requested for reimbursement.